

History-Social Science Content Standards for CA

Modification Request

Proposer	Framework Draft	Proposed Modification
1.	<p>Grade Seven- Chapter 11,Line 863~879:</p> <p>Students turn their attention to the question: How did Chinese culture, ideas, and technologies and Buddhism influence Korea and Japan? Under the Tang dynasty, China expanded its trade and cultural influence to Korea, Japan, and Southeast Asia. At sites of encounter, these societies adopted and adapted Chinese ideas and institutions and combined those with their own ideas and institutions to build distinct civilizations. This is the adoption and adaptation form of cultural encounter. In the fourth century, three kingdoms emerged to rule the Korean population, and in 670, one of those kingdoms, Silla, unified the whole peninsula¹. Silla was closely connected to the Tang dynasty of China. Korean elites used Chinese as a written language, but later devised a phonetic script for the Korean language². In 936,</p>	<p>1. Three kingdoms emerged on the Korean peninsula, and in 676: the expression “to rule Korean” is not appropriate because it is not to rule, but more likely to be unified by Silla.</p>

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	<p>the Koryo kingdom took over rule in Korea, and adopted a civil service exam system copied after that of China.³ Korean merchants were engaged in trade with Japan and China, and through those networks, to Indian Ocean and Afroeurasian trade networks as well. The Korea Society powerpoint, “Silla Korea and the Silk Road,” has images and archaeological evidence that provide opportunities for students to analyze cultural interaction and trade across Eurasia.</p>	<p>2. but later devised a phonetic script for the Korean language called Hangul : the exact term is called Hangul</p> <p>3. and adopted a civil service exam system similar to that of China: It is not the copy, but adopt, develop and even re-create with our own unique ways.</p>

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2.	<p>Grade Ten - Chapter 15,Line 1547~1550:</p> <p>Together with Japan, a country whose remarkable postwar recovery in the 1950s and 1960s made it a leading economic power, it seems clear that Asia will be the center of global economic activity in the twenty-first century</p>	<p>Together with Japan, a country whose remarkable postwar recovery in the 1950s and 1960s made it a leading economic power, a few Asian countries, such as South Korea, Taiwan and Singapore, have expanded their influence in the world economy, it seems clear that Asia will be the center of global economic activity in the twenty-first century : specific information needs to be added</p>

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3.	<p>Grade Seven- Chapter 11, Line 891~892:</p> <p>Between the third and sixth centuries, when China was politically fragmented, many Chinese and Koreans migrated to Japan in search of refuge or opportunity.</p>	<p>The current description about Koreans' migration to Japan is generally accurate. However, it is also a bit confusing, and, may be misleading, I'm afraid.</p> <p>Around this time period, Korea was divided to 3 independent kingdoms, and Silla, one of the three kingdoms, initiated unification process and defeated the other two kingdoms in seventh century. Most of Koreans' migration to Japan happened during these struggles.</p> <p>But the current framework appears to say that Koreans migrated to Japan because of China's political fragmentation which is confusing and not exactly accurate. Also, again, most of Korean's migration to Japan happened in 7th century not during third and sixth centuries.</p>

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4.	<p>Grade 11, Chapter 16 Line 877~908</p> <p>Students examine the nuclear arms race and buildup, Berlin blockade and airlift, United Nations' intervention in Korea, Eisenhower's conclusion of the Korean War, and his administration's defense policies based on nuclear deterrence and the threat of massive retaliation¹, including the CIA-assisted coup in Iran as part of early Cold War history. Foreign policy during the Kennedy and Johnson administrations continued Cold War strategies, in particular the "domino theory" that warned of the danger of communism rapidly spreading through Southeast Asia. Students study how America became involved in Southeast Asia, particularly after the French conceded to the Vietnamese in 1956. While teachers may wish to cover the Vietnam war in this Cold War foreign policy unit, this Framework suggests returning to the escalation of the war at the end of the Civil Rights movement (where there is narrative and a lesson suggestion), as students will have more background for understanding the domestic side of the war at this point. Nevertheless, the escalation of the Vietnam War and secret bombings of Laos and Cambodia proved to be the culmination of Cold War strategies and ultimately caused Americans to question the underlying assumptions of the Cold War era, and protest against American policies abroad. Collectively, Linda Granfield's <i>I Remember Korea</i>, Rudy Tomedi's <i>No Bugles, No Drums</i>, Sucheng Chan's <i>Hmong Means Free</i>, John Tenhula's <i>Voices from Southeast Asia</i>, <i>The Vietnam Reader</i>, edited by Stewart O'Nan,</p>	<p>1. Eisenhower's conclusion of the Korean War which is to protect South Korea from being under communist government, and his administration's defense policies based on nuclear deterrence and the threat of massive retaliation: South Korea is the successful example of supporting anti-communist governments by UN.</p>

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	<p>and Lam Quang Thi's <i>The Twenty-Five Year Century</i> are examples of oral histories, memoirs, and other primary sources that represent soldiers' and refugees' experiences during the Korean and the Vietnam Wars.</p> <p>Students also learn about how the Cold War was conducted in the Middle East, Africa, and Latin America by addressing this question: How did anti-communism drive foreign policy? In pursuit of supporting anti-communist governments all over the globe, the American government – and the CIA in particular – backed a number of authoritarian regimes with poor records of protecting human rights. These events should be placed within the context of continuing tensions between the Soviet Union and the United States, and thus often understood as proxy wars for the ongoing geopolitical and ideological struggle.</p>	
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5.	<p>Grade Seven- Chapter 11,Line 1597~1600 :</p> <p>After 1455, the printing press, using moveable metal type¹, and the availability of manufactured paper disseminated humanism and Italian Renaissance learning to other parts of Europe and beyond.</p>	<p>1. After 1455, the printing press, (i.e. developed separately from the movable metal type used to print the oldest surviving book Jikji in Korea sevety-eight years earlier) and the availability of manufactured paper disseminated humanism and Italian Renaissance learning to other parts of Europe and beyond.</p>
